

CHAPTER 79
STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

(Effective August 31, 2001)

281—79.1(256) General statement. Programs of practitioner preparation leading to licensure in Iowa are subject to approval by the state board of education, as provided in Iowa Code chapter 256. All programs having accreditation on August 31, 2001, are presumed accredited unless or until the state board takes formal action to remove accreditation. Commencing August 31, 2001, all program approval evaluations will be conducted under these rules.

281—79.2(256) Definitions. For purposes of clarity, the following definitions are used throughout the chapter:

“*Administrator candidates*” means individuals who are enrolled in practitioner preparation programs leading to administrator licensure.

“*Cooperating teachers*” means classroom teachers who provide guidance and supervision to teacher candidates during the candidates’ field experiences in the schools.

“*Department*” means department of education.

“*Director*” means director of education.

“*Institution*” means a college or university in Iowa offering practitioner preparation and seeking state board approval of its practitioner preparation program(s).

“*INTASC*” means Interstate New Teacher Assessment and Support Consortium, the source of national standards for beginning teachers.

“*ISLLC*” means Interstate School Leadership and Licensure Consortium, the source of national standards for school administrators.

“*Practitioner candidates*” means individuals who are enrolled in practitioner preparation programs leading to licensure as administrators, teachers or other professional school personnel that require a license issued by the board of educational examiners.

“*Practitioner preparation programs*” means the programs of practitioner preparation leading to licensure of teachers, administrators, and other professional school personnel.

“*Program*” means a specific field of specialization leading to a specific endorsement.

“*State board*” means Iowa state board of education.

“*Teacher candidates*” means individuals who are enrolled in practitioner preparation programs leading to teacher licensure.

“*Unit*” means the organizational entity within an institution with the responsibility of administering the practitioner preparation program(s).

281—79.3(256) Institutions affected. All Iowa colleges and universities engaged in the preparation of practitioners and seeking state board approval of their programs (hereinafter institutions) shall meet the standards contained in this chapter.

281—79.4(256) Criteria for Iowa practitioner preparation programs. Each institution seeking approval of its programs of practitioner preparation shall file evidence of the extent to which it meets the standards contained in this chapter by means of a self-evaluation report. After the state board has approved the practitioner preparation programs filed by an institution, students who complete the programs and are recommended by the authorized official of that institution will be issued the appropriate license and endorsement(s).

281—79.5(256) Approval of programs. Approval of institutions' practitioner preparation programs by the state board shall be based on the recommendation of the director after study of the factual and evaluative evidence on record about each program in terms of the standards contained in this chapter.

Approval, if granted, shall be for a term of five years; however, approval for a lesser term may be granted by the state board if it determines conditions so warrant.

If approval is not granted, the applying institution will be advised concerning the areas in which improvement or changes appear to be essential for approval. In this case, the institution shall be given the opportunity to present factual information concerning its programs at the next regularly scheduled meeting of the state board. The institution may also reapply at its discretion when it is ready to show what actions have been taken to address the areas of suggested improvement.

281—79.6(256) Visiting teams. Upon application or reapplication for approval, a team shall visit each institution for evaluation of its practitioner preparation program. The membership of the team shall be selected by the practitioner preparation and licensure bureau with the concurrence of the institution being visited. The team may include faculty members of other practitioner preparation institutions within or outside the state; personnel from elementary and secondary schools, to include classroom practitioners; personnel of the state department of education; and representatives from professional education organizations. Each team member should have appropriate competencies, background, and experiences to enable the member to contribute to the evaluation visit. The expenses for the visiting team shall be borne by the institution.

281—79.7(256) Periodic reports. Institutions placed on the approved programs list may be asked to make periodic reports upon request of the department which shall provide basic information necessary to keep records of each practitioner preparation program up to date and to provide information necessary to carry out research studies relating to practitioner preparation.

281—79.8(256) Reevaluation of practitioner preparation programs. Every five years or at any time deemed necessary by the director, an institution shall file a self-evaluation of its practitioner preparation programs to be followed by a team visit. Any action for continued approval or rescission of approval shall be approved by the state board.

281—79.9(256) Approval of program changes. Upon application by an institution, the director is authorized to approve minor additions to, or changes within, the institution's approved practitioner preparation program. When an institution proposes a revision which exceeds the primary scope of its programs, the revisions shall become operative only after having been approved by the state board.

281—79.10(256) Unit governance and resources standards.

79.10(1) The professional education unit shall have primary responsibility for all programs offered at the institution for the initial and continuing preparation of teachers and other professional school personnel.

79.10(2) Unit faculty shall collaborate with members of the professional community, including the unit's advisory committee, to design, deliver, and evaluate programs to prepare school personnel.

79.10(3) Resources shall support quality clinical practice for all candidates, professional development for faculty, and technological and instructional needs of faculty to prepare candidates with the dispositions, knowledge, and skills necessary to support student learning.

79.10(4) Practitioner candidates' and faculty's access to books, journals, and electronic information shall support teaching and scholarship.

79.10(5) Sufficient numbers of faculty and administrative, clerical, and technical staff shall be available to ensure the consistent planning, delivery, and quality of programs offered for the preparation of school personnel.

79.10(6) The use of part-time faculty and graduate students in teaching roles shall be managed to ensure integrity, quality, and continuity of programs.

79.10(7) Institutional commitment shall include financial resources, facilities and equipment to ensure the fulfillment of the institution's and unit's missions, delivery of quality programs, and preparation of practitioner candidates.

79.10(8) The unit's planning and evaluation system shall support practitioner candidate performance and shall use assessment data to evaluate the effectiveness of the unit and its programs.

281—79.11(256) Diversity.

79.11(1) Recruitment, admissions, hiring, and retention policies and practices shall support a diverse faculty and candidate population in the unit.

79.11(2) Efforts toward racial, ethnic, and gender diversity among education candidates and unit faculty shall be documented. In addition, diversity efforts shall include persons with disabilities, persons from different language and socioeconomic backgrounds, and persons from different regions of the country and world.

79.11(3) Unit efforts in increasing or maintaining diversity shall be reflected in plans, monitoring of plans and efforts, and results.

79.11(4) The institution and unit shall maintain a climate that supports diversity in general as well as supporting practitioner candidates and faculty from underrepresented groups on the campus.

281—79.12(256) Faculty performance and development.

79.12(1) Faculty shall be engaged in scholarly activities that relate to teaching, learning, or practitioner preparation.

79.12(2) Faculty members in professional education shall have preparation and have had experiences in situations similar to those for which the practitioner preparation students are being prepared.

79.12(3) Faculty members shall collaborate regularly and in significant ways with colleagues in the professional education unit and other college/university units, schools, Iowa department of education, area education agencies, and professional associations as well as community representatives.

79.12(4) The work climate within the unit shall promote intellectual vitality, including best teaching practice, scholarship and service among faculty.

79.12(5) Policies and assignments shall allow faculty to be involved effectively in teaching, scholarship, and service.

79.12(6) The unit shall administer a systematic and comprehensive evaluation system and professional development activities to enhance the teaching competence and intellectual vitality of the professional education unit.

79.12(7) Part-time faculty, when employed, shall be identified and shall meet the requirements for appointment as full-time faculty or be employed to fill a need for staff to support instruction.

79.12(8) Faculty members in professional education shall maintain an ongoing, meaningful involvement in activities in preschools, elementary, middle, or secondary schools. Activities of professional education faculty members preparing preservice teachers shall include at least 40 hours of team teaching during a period not exceeding five years in duration at the preschool, elementary, middle, or secondary school level.

281—79.13(256) Practitioner preparation clinical practice standards.

79.13(1) Candidates admitted to a teacher preparation program shall participate in field experiences including both observation and participation in teaching activities in a variety of school settings and totaling at least 50 hours' duration, with at least 10 hours to occur prior to acceptance into the program and at least 40 hours after acceptance.

79.13(2) Student teaching shall be a full-time experience for a minimum of 12 consecutive weeks in duration during the student's final year of the practitioner preparation program.

79.13(3) Practitioner candidates shall study and practice in settings that include diverse populations, students with disabilities, and students of different ages.

79.13(4) Clinical practice for teacher, administrator and other professional school personnel candidates shall support the development of knowledge, dispositions, and skills that are identified in the Iowa board of educational examiners' licensure standards, the unit's framework for preparation of effective practitioners, and standards from INTASC, ISLLC, or other national professional organizations as appropriate for the licenses sought by candidates.

79.13(5) Practitioner candidates shall develop the capacity to utilize assessment data in effecting student learning in prekindergarten through grade 12.

79.13(6) Environments for clinical practice shall support learning in context, including:

- a. Scheduling and use of time and resources to allow candidates to participate with teachers and other practitioners and learners in the school setting.
- b. Practitioner candidate learning that takes place in the context of providing high quality instructional programs for children.
- c. Opportunities for practitioner candidates to observe and be observed by others and to engage in discussion and reflection on practice.
- d. The involvement of practitioner candidates in activities directed at the improvement of teaching and learning.

79.13(7) School and college/university faculty shall share responsibility for practitioner candidate learning, including, but not limited to, planning and implementing curriculum and teaching and supervision of the clinical program.

79.13(8) School and college/university faculty shall jointly provide quality clinical experiences for practitioner candidates. Accountability for these experiences shall be demonstrated through:

- a. Jointly defined qualifications for practitioner candidates entering clinical practice.
- b. Selection of college/university and school faculty members to demonstrate skills, knowledge, and dispositions of highly accomplished practitioners.
- c. Selection of college/university and school faculty members who are prepared to mentor and supervise practitioner candidates.
- d. Involvement of the cooperating teacher and college/university supervisor in the evaluation of practitioner candidates.
- e. Use of a written evaluation procedure with the completed evaluation form included in practitioner candidates' permanent records.

79.13(9) The institution shall annually offer workshop(s) for prospective cooperating teachers to define the objectives of the student teaching experience, review the responsibilities of the cooperating teacher, and provide the cooperating teacher other information and assistance the institution deems necessary. The cumulative instructional time for the workshop(s) shall be a day or the equivalent hours, and the workshop(s) shall utilize delivery strategies identified as appropriate for staff development and reflect information gathered via feedback from workshop participants.

79.13(10) The institution shall enter into a written contract with the cooperating school providing field experiences, including student teaching.

281—79.14(256) Practitioner preparation candidate performance standards.**79.14(1) *Candidate knowledge and competence.***

a. Candidates for teacher, administrator and other professional education personnel roles in schools shall be expected to develop the knowledge, skills, and dispositions identified by the profession and reflected in the national guidelines for the appropriate field, including methods of teaching with an emphasis on the subject area and grade level endorsement sought.

b. Alignment shall exist between the unit's expectations for content, performance, and dispositions, content and pedagogy identified by national professional organizations, Iowa board of educational examiners' licensure standards, national advanced certification, educational leadership, and others appropriate for specific areas.

c. Teacher candidates shall acquire a core of professional education knowledge that includes social, historical, and philosophical foundations; human growth and development; student learning; diversity, including mobile students, students speaking English as a second language, and exceptionalities (students with disabilities and students who are gifted and talented); assessment methods including use of student achievement data in instructional decision making; classroom management addressing high-risk behaviors including, but not limited to, behavior related to substance abuse; teachers as consumers of research; law and policy, ethics, and the profession of teaching.

d. Teacher candidates shall acquire a core of liberal arts knowledge including but not limited to mathematics, natural sciences, social sciences, and humanities.

e. Teacher candidates shall acquire through a human relations course approved by the board of educational examiners knowledge about and skill in interpersonal and intergroup relations that shall contribute to the development of sensitivity to and understanding of the values, beliefs, life styles, and attitudes of individuals and the diverse groups found in a pluralistic society.

f. Teacher candidates in elementary education shall acquire knowledge about and receive preparation in elementary reading programs, including but not limited to reading recovery.

g. Teacher candidates in secondary education shall acquire knowledge about and receive preparation in the integration of reading strategies into secondary content areas.

h. Teacher candidates shall develop the dispositions, knowledge, and performance expectations of the INTASC standards embedded in the professional education core for an Iowa teaching license at a level appropriate for a novice teacher.

i. Administrator candidates shall develop the dispositions, knowledge, and performance expectations of the ISLLC standards embedded in the requirements for an Iowa administrator license at a level appropriate for a novice administrator.

j. Teacher, administrator, and other professional school personnel candidates shall demonstrate their dispositions and knowledge related to diversity as they work with student populations and communities.

k. Teacher candidates shall effectively integrate technology in their instruction to support student learning.

l. Experienced teachers in graduate programs shall build upon and extend their prior knowledge and experiences to improve their teaching and their effect on student learning as outlined in the national advanced certification propositions.

79.14(2) *Candidate assessment and unit planning and evaluation.*

a. The performance assessment system for teacher, administrator and other professional school personnel candidates shall be an integral part of the unit's planning and evaluation system.

b. Performance of teacher, administrator and other professional school personnel candidates shall be measured against national professional standards, state licensure standards, and the unit's learning outcomes.

c. Multiple criteria and assessments shall be used for admission at both graduate and undergraduate levels to identify teacher, administrator and other professional school personnel candidates with potential for becoming education practitioners.

d. The teacher candidate performance system shall include the administration of a basic skills test with program admission denied to any applicants failing to achieve the institution's designated criterion score.

e. Information on performance of teacher, administrator and other professional school personnel candidates shall be drawn from multiple assessments, including, but not limited to, institutional assessment of content knowledge, professional knowledge and its application, pedagogical knowledge and its application; teaching and other school personnel performance and the effect on student learning, as candidates work with students, teachers, parents, and professional colleagues in school settings; and follow-up studies of graduates and employers.

f. The design and implementation of the assessment system shall include all stakeholders associated with the unit and its practitioner preparation activities.

g. The unit's assessment system shall:

(1) Provide description of stakeholders' involvement in system development.

(2) Provide evidence that the assessment system reflects both the institution's mission and the unit's framework for preparation of effective teachers, administrators and other professional school personnel.

(3) Include a coherent, sequential assessment system for individual practitioner candidates that shall:

1. Provide evidence that the unit and Iowa licensure standards are shared with teacher, administrator and other professional school personnel candidates.

2. Utilize, for both formative and summative purposes, a range of performance-based assessment strategies throughout the program that shall provide teacher, administrator and other professional school personnel candidates with ongoing feedback about:

- What performance of teacher, administrator and other professional school personnel candidates is being assessed/measured. Examples include preentry understandings, skills and dispositions, including professional and pedagogical and content knowledge, teaching abilities and dispositions, leadership abilities and dispositions, and effect on student learning.

- How performance of teacher, administrator and other professional school personnel candidates is being assessed/measured. Examples include a specified grade point average at preentry, standardized test scores, authentic assessments of content and professional studies, authentic assessments of teaching and leadership abilities.

3. Have multiple summative decision points. Examples include admission to professional education, after completing introductory courses; prior to, during, and upon completion of student teaching/internship; and beginning performance on the job.

4. Clearly document teacher, administrator and other professional school personnel candidates' attainment of the unit and the board of educational examiners' licensure standards by providing evidence of:

- Content knowledge via multiple measures. Examples include content tests, lesson plans showing representation of knowledge structures, ability to apply principles of the discipline to problem solving in the classroom, written essays on content, evidence of being able to represent classroom/school problems in terms of abstract principles of the discipline.

- Professional and pedagogical knowledge via multiple measures. Examples include core performance tasks such as analyzing a child's progress on learning and development and instruction using a case study of a child; designing a curriculum unit; analyzing a curriculum case study; analyzing an example of teaching as presented on video clip or teacher candidate's own teaching, including an assessment on student learning; evaluating examples of performance of a range of school district and area education agency personnel; analyzing student work and learning over time; assessing feedback given by teachers to students; communicating with parents and the community; developing a school vision based on assessment data related to student learning; analyzing a budget plan; and other measures appropriate to a given task.

- Effect on student learning and achievement via multiple measures. Examples include student work, lesson plans, scores on achievement tasks, feedback from cooperating teachers and administrators, scoring rubrics for determining levels of student accomplishment, and other measures appropriate to a given task.

5. Include scoring rubrics or criteria for determining levels or benchmarks of teacher, administrator and other professional school personnel candidate accomplishment.

6. Demonstrate credibility such as reliability and validity of both the overall assessment system and the instruments being used.

(4) Document the quality of programs through the collective presentation of assessment data related to performance of teacher, administrator and other professional school personnel candidates and demonstrate how the data are used for continuous program improvement. This shall include:

1. Evidence of evaluative data collected by the department from teachers, administrators and other professional school personnel who work with the unit's candidates. The department shall report this data to the unit.

2. Evidence of evaluative data collected by the unit through follow-up studies of graduates and their employers.

(5) Demonstrate how the information gathered via the individual practitioner candidate assessment system is utilized to refine and revise the unit's framework and programs' goals, content and delivery strategies.

(6) Describe how the assessment system is managed.

(7) Explain the process for reviewing and revising the assessment system.

h. An annual report including a composite of evaluative data collected by the unit shall be submitted to the bureau of practitioner preparation and licensure by September 30 of each year.

These rules are intended to implement Iowa Code section 256.7 and 1999 Iowa Acts, House File 532, sections 1 and 3.

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